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ABSTRACT

A study was made of 20 rural high schools with enrollments of less than 110 and with an educable mentally handicapped student currently enrolled. Administrators, counselors, and educable students, and their parents were interviewed to determine provisions made for these students. In addition, the interviewers were concerned with what these people thought could be included in the school curriculum. These current and conceivable practices were submitted to six special education experts who rated th them as to suitability. Each of the experts in turn composed a list of suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development. These lists were submitted to parents who rated them on the basis of feasibility. (Author)

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HABILITATION OF RURAL EDUCABLE MENTALLY RETARDED ADOLESCENTS

A HANDBOOK FOR EDUCATORS

NOVEMBER, 1969

U. S. Department of

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FINAL REPORT

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Habilitation of Rural Educable Mentally Retarded Adolescents
A Handbook for Educators

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EASTERN MONTANA COLLEGE
BILLINGS, MONTANA

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Culbertson, Montana	Mr. Gary F. Martin	Mr. Walter Sheldon
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FOREWORD

The importance of providing appropriate educational opportunities for all American youth[1] has been espoused for more than a quarter of a century. Increasingly, special educational opportunities have been made available as the need has been recognized in heavily populated areas where substantial numbers of youngsters with similar problems can be grouped together in special classes. It is recognized, however, that uncounted hundreds of adolescents in small, widely separated communities are not provided with appropriate educational opportunities. To try to emulate heavily populated areas in providing special classes for all who might profit from them is an economic and practical impossibility. Sparsely populated areas must pioneer in their efforts to provide appropriate educational opportunities for all youth. This handbook represents a big step in that direction. It is hoped that this handbook will stimulate additional efforts to devise, implement, and assess innovative procedures for the education of mentally retarded adolescents in sparsely populated areas.

John M. Dodd
Chairman
Division of Special Education
and Guidance
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[1]*Education for All American Youth,* Educational Policies Commission. National Education Association of the United States and the American Association of School Administrators. 1944.

ABSTRACT

This study purports to determine special provisions typically being considered for adolescent Educable Mentally Retarded persons in rural areas, as well as conceivable practices which might be initiated to modify and individualize the youngster's curriculum.

Twenty representative high schools with enrollments of less than 110 with an adolescent Educable Mentally Retarded youth currently enrolled were chosen. Administrators, counselors, the youngsters, and their parents were interviewed to determine provisions now being made for these young people. In addition, the interviewers were concerned with what these people thought could be included in the school curriculum. These current and conceivable practices were submitted to six special education experts who rated them as to suitability. Each of the experts in turn composed a list of suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development. The lists were submitted to the parents, counselors and administrators who rated them on the basis of feasibility.

The results of the study were basically in three areas:

(1) What is typically being done at present for the adolescent Educable Mentally Retarded youngster;

(2) What the people most concerned with the problem see as possible approaches; and,

(3) What the several experts see as being growth facilitating techniques.

Ratings both as to suitability and feasibility give further evidence of the value of each suggestion.

The project served a two-fold purpose. The current condition of the student was established, and typically very few special provisions were being utilized. The second purpose was the development of a handbook for ideas suitable to the needs of the Educable Mentally Retarded student in his school.

CHAPTER 1

INTRODUCTION

C. ROCKNE COPPLE

In March of 1966, forty prominent special educators met in Denver to discuss problems associated with special education services in sparsely populated areas. Summarizing the suggestions made at the Denver meeting, Robert M. Isenberg includes, among other possible solutions, "that providing in-service education for regular teachers and principals to permit them with supervision to work more effectively with children with special needs" (Jordon, 1966).

In rural areas, the absence of adequate numbers of exceptional children who reside in close proximity makes special classes not feasible. The rural retarted, for instance, most often remain in the regular classroom and become early school push-outs.

Efforts to provide special services for mentally retarded in the sparsely populated states of the Rocky Mountain region are hampered by lack of qualified people to properly identify youngsters, no adequate models for meeting their unique needs, and most of all **SPACE.**

Dr. Carl F. Kraenzel (1965), a Montana State University sociologist, states, "it is difficult to measure the nature and character of the social cost of space—poorer quality or less quantity of service, or make do with intermittent and interrupted services." A review of the literature suggests only limited interest in provisions for special classes in rural areas and nothing specifically aimed at dealing with the major concern of this handbook.

This need to develop services for handicapped children in rural areas was identified by the National Advisory Committee on Handicapped Children (1968) when they selected four issues deemed to be current and crucial: (a) special learning disabilities; (b) pre-school education of the handicapped; (c) handicapped children in the inter city; and (d) handicapped children in rural areas.

In the representative state of Montana, approximately 81 of the 180 public high schools have enrollments of less than 110 students. This condition exists after considerable effort toward consolidation and illustrates the great likelihood that a large

number of retarded children are attending these secondary schools with little hope for the provision of special classes because of insufficent numbers in any one geographic area. In high schools with 110 students, employing the common incidence figure of 3% EMR, we would have only three youngsters if these populations were consistent with national incidence estimates. Typically, special education policy calls for no more than a five-year age span in any class and the result is that schools of this size are usually unable to find enough children to establish special classes.

The desirability of special provisions for rural mentally retarded in the elementary grades is well recognized. Rural elecentary teachers, although lacking in knowledge of retardation and specialized techniques, are often able to do a great deal with these youngsters in the regular classroom. Small classes, several grades in one room, and close parent-teacher contact quite often makes for reasonably appropriate educational experiences.

The onset of puberty coupled with the departmentalization of the junior and senior high school result in frequent failure and early termination of formal education for the retarted. Although special programs at the elementary level are much in need, it has been observed that the secondary level EMR is the current major concern in rural areas. Developing an appropriate program for the adolescent educable mentally retarded presents an unusual challenge to counselors, administrators, teachers, and parents in a rural community. The primary objective of this project was to develop a source book which presents realistic techniques for meeting the needs of these youngsters in their own communities.

STATEMENT OF THE PROBLEM

Educable mentally retarded youngsters, ages 13 through 18 are found in small communities throughout the nation. Formal education in cooperation with vocational rehabilitation in particular and the community in general has a responsibility to prepare these boys and girls for productive and fruitful lives. Let it be emphasized that the project was not suggested to replace well-organized pre-vocational and vocational special classes but to provide a realistic alternative to dropping out of school when special classes are not available.

The problem then was to systematically develop suggestions for behavioral modification which might be employed by the people most concerned with the education of the rural EMR

youngster: (a) the school principal or superintendent; (b) the school counselor; (c) the area vocational rehabilitation counselor; (d) the parents or guardians; and (e) the child himself. Suggestions for curriculum adjustments, extra-curricular activities, work experiences and counseling objectives should prove to be valuable tools in the hands of concerned adults. It is recognized that no single source can present a list of suggestions, all of which are appropriate to a given EMR adolescent. Age, sex, personality, other handicaps of the child, and limitations of the school and community are factors which would influence the desirability of any given attempt to help. Developing appropriate suggestions, written in a concise straight-forward manner and realistic for the rural community setting, presents a formidable challenge. This research project provides some means of overcoming these problems. The objectives of the study were set forth and the activities initiated.

IMMEDIATE OBJECTIVES IN CHRONOLOGICAL ORDER

1. Identify 20 adolescent EMR youngsters attending regular class in communities where the high school enrollment was less than 110, whose parents and school officials agreed to join the youngsters as subjects in the study, and whose communities are as representative as possible of small towns in the Rocky Mountain West.

2. Employ an interview technique to obtain from the student, his parents, his school counselor and administrator a list of special efforts currently being made to meet the unique needs of the educable mentally retarded adolescent.

3. Immediately following the interview above, the same people were asked for conceivable suggestions they might have for improving the current situation, the objective being to elicit service-level suggestions.

4. The next objective was to obtain suggestions from six consultants in the specialized fields of: (a) secondary special education; (b) secondary school administration; and (c) vocational rehabilitation of the rural mentally retarded.

5. The objective of assessing the appropriateness of the suggestions was of major importance, and the system for reaching this objective is described under Description of Activities.

6. The ultimate objective was this publication titled, **Habilitation of Rural Educable Mentally Retarded Adolescent—A Handbook for Educators,** in adequate numbers for distribution to proper information centers.

LONG RANGE OBJECTIVES

1. To make available to concerned adults a set of suggested activities which should be of value in planning for the total educational development of a rural educable mentally retarded adolescent.

2. To determine the degree of agreement between selected authorities and people who deal directly with adolescent EMR's in rural settings on the suitability or feasibility, and desirability of specific practices designed to be helpful to the educable mentally retarded student.

3. To further the cooperaton of general education and vocational rehabilitation in rural areas.

4. To encourage research in the effectiveness and desirability of particular practices on the part of general education and vocational rehabilitation in dealing with the rural retarded.

5. To contribute to the economic, social, and emotional well being of retarded youngsters to whose parents choose to reside in rural areas.

6. To aid in the prevention of rural EMR youngsters joining the ranks of the hardcore unemployed at some later date.

DESCRIPTION OF ACTIVITIES

I. An Overview

This project was developed in three phases: (a) the identification and current practices phase; (b) the suggestion collection, and validation phase; and (c) the publication and dissemination phase. A research committee composed of the three authors planned and participated in each phase.

II. The Specifics

Although the exact nature of each phase cannot be developed in full because of limitations of space, the outline which follows will guide the reader in determining research procedures.

A. The Identification and Current Practices Phase

At the time this study was conducted, there were four school psychologists working in the state of Montana. Consequently, there appeared to be little chance that any of our prospective subjects in rural schools had been properly identified. The initial

activities centered around screening and identification followed by interviews to assess current and conceivable practices.

a. Second Week in December, 1968. The letter of invitation to participate in the project (Appendix A) was mailed to the administrators of 50 of the 81 high schools in the state which met conditions cited earlier for rural secondary schools. Follow-up on the invitation was made approximately one week later by telephone and the conversation covered the topics listed in Appendix B.

b. Months of December 1968, and January and February, 1969. The three research team members traveled to 35 of the schools where the school officials indicated they thought they had an educable mentally retarded adolescent and were willing to cooperate in the study. Each investigator interviewed designated respondents with specific purposes in mind, not the least of which is the explanation of each participant's part in the project.

The first step was to make an individual psychological evaluation of each youngster thought by the school people to be eligible for the study according to procedures outlined by the Montana State Department of Special Education. It should be noted at this point that the educable mentally retarded classification was not used in conversions or correspondence with the parents and youngsters in the field. It is felt there is little point in labeling students in his community. The terms slow student or slow learner was employed as this seemed to be the manner in which most parents talked about their children. The 20 children used as subjects in this study were all eligible for placement in an educable mentally retarded special class according to the State of Montana policy.

Following the psychological evaluation, the examiner talked with the student, attempting to elicit the student's conception of any special provisions being made for him in the school or community. These ideas were recorded as CURRENT

PRACTICES. Then an attempt was made to obtain suggestions from the student which are termed CONCEIVABLE PRACTICES, i.e., ideas which he would think would be helpful to him. The Current Practices interview outline (Appendix C) was used by all three team members. Other researchers interviewed the school administrator, parents, and the school counselors. The outline for these interviews focused on special provisions for growth in each of six areas: (a) physical; (b) moral; (c) social; (d) emotional; (e) intellectual; and (f) occupational. Each was defined (Appendix C) and the respondent was first asked in effect, "What is being done in each of these areas?" Following the reporting of **Current Practices** the same outline was used to gather the data for **Conceivable Practices.** Here we were asking the same respondents—parents, counselors, administrators, and educable mentally retarded youngsters—"What conceivably could we be doing that we are not now doing to help the student?" It was necessary to visit 35 high schools where there was thought to be an educable mentally retarded youngster in order to obtain the 20 subjects necessary for the study. This would indicate many youngsters are thought to be retarded by people in the field when in reality they have learning disabilities or other types of handicaps. Some of the procedures suggested in this study might be equally appropriate for these types of youngsters.

c. March, 1969. The information obtained was edited for clarity of intent, duplications eliminated, and similar suggestions combined. All types of survey instruments employed in this study are not reproduced here but an example appears in Appendix D. A major task of the investigators was to bring clarity out of the interviews so that the respondent's intent was served. The current and conceivable practices as suggested by those people interviewed appear as findings on page 22.

B. The Suggestion Collection and Validation Phase

a. April through July, 1969. This phase of the proj-

ect involved the consultants evaluating the practitioner's suggestions and the practitioners evaluating the consultants' suggestions. The investigators at this point had edited and organized a composite list of activities under the heading Current Practices and another list under Conceivable Practices. This work represented the combined suggestions of the practitioners, i.e., the school men, parents, and educable mentally retarded adolescents. The consultants evaluated the Current Practices as to desirability. All ratings in this project are on a five-point Likert-type numerical scale. The actual Likert scaling technique assigns each position a scale value from one to five. Thus, the evaluation of each suggestion yields a numerical rating based on the numerical average of the respondents' choices. These results are reported as whole numbers and decimals rounded to two places and indicate the level of desirability of the suggestions from the field as rated by the consultants. Next, the consultants rated **Conceivable Practices** as reported by the practitioners, again as to desirability. The following step involved the consultants formulating suggestions appropriate to each of the major growth areas. Each consultant was limited to approximately three suggestions in each area. These suggestions were edited in a manner similar to the one cited earlier and submitted to the adult practitioners who rated them as to FEASIBILITY.

Composite numerical ratings are then available for each suggestion under the following headings:

1. Current practices reported by EMR's, their parents, counselors, and administrators and evaluated by six expert consultants as to their DESIRABILITY. (see pages 22-28)

2. Conceivable practices reported by EMR's, their parents, counselors, and administrators and evaluated by six expert consultants as to their DESIRABILITY. (see pages 28-35)

3. Suggested practices reported by six consultants and evaluated by the parents as to FEASIBILITY. (see pages 36-54, Column 1)

4. Suggested practices as reported by six consultants and evaluated by the counselors as to FEASIBILITY. (see pages 36-54, Column II)

5. Suggested practices as reported by six consultants and evaluated by the school administrators as to FEASIBILITY. (see pages 36-54, Column III)

6. Suggested practices as reported by six consultants and the combined evaluation of counselors, administrators, and parents as to FEASIBILITY. (see pages 36-54, Column IV)

7. Suggested practices as reported by six consultants (independently) and evaluated by the six consultants (collectively) as to DESIRABILITY. (see pages 36-54, Column V)

Completed returns were received from 18 parents, 19 counselors, and 19 administrators of the 20 involved in each of the categories. This represents a high percentage of returns. In addition, all consultants were involved in as much as each made a contribution to the study.

C. Publications and Dissemination Phase

a. September through October, 1969. The Handbook which you are now reading was the product of this project. The initial printing was approximately 225 copies and dissemination was made to:
(a) regional offices of the U. S. Office of Education; (b) state directors of special education, secondary education and vocational rehabilitation; (c) appropriate research and development centers; (d) regional educational laboratories; (e) appropriate ERIC clearing houses; (f) appropriate instructional materials centers; (g) schools which cooperated in the study; (h) consultants who cooperated in the study; (i) Western Interstate Commission on Higher Education; (j) National Federation of the Improvement of Instruction in Rural Areas.

III. Summary of Activities

This accumulation of data gives us: (a) a knowledge of what is typically being done in a small community for these youngsters with expert opinion as to the value of these activities; (b) what various concerned people in the small communities see as being possibilities, again with

expert opinion as to value or desirability; and (c) expert opinion as to some possible courses of action which seem appropriate with a reality check from the people in the local communities as to feasibility.

This study was designed to explore current and potential practices which may help the rural educable mentally retarded. With the results of this study, the school officials in sparsely populated areas can now know what has been tried, what might be done, and the probability of its appropriateness as seen from various positions. Admittedly, these findings will not suggest methods of implementing any of the specific suggestions. It seems appropriate that the initial step in meeting this unique educational challenge is to list and subjectively evaluate some suggested activities. Specific procedures and empirical research of suggested activities should be a logical outgrowth of this project. In the meantime, practicing school men, vocational rehabilitation counselors, parents, and the students themselves will have a list of suggested activities, some of which may be readily implemented and be of considerable value to a particular youngster.

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CHAPTER 2

CHARACTERISTICS OF THE ADOLESCENT EDUCABLE MENTALLY RETARDED

DENNIS D. SCHULZ

The mentally retarded child has been a part of society since the beginning of time, but educational provisions for him have developed very slowly. Until 1959 when the American Association for Mental Deficiency redefined this exceptionality, little had been accomplished. Even though great strides have been made since 1959, it is estimated that more than 3.3 million handicapped children or sixty percent of the total handicapped school-age population in the nation do not receive special education programs and services they require (Schloss, 1969). If we exclude the states that contain the major population centers, then this figure of non-service jumps to about 80 percent of the handicapped (Bauer, 1969).

The problem, then, is how to provide the needed special services for the rural adolescent educable mentally retarded. A major factor in providing even minimal services to the rural area is the economic cost of space. This was illustrated when Kraenzel and Macdonald (1966) reported the average Montanan travels perhaps ten times farther than the average New Yorker for goods and services as indicated by the following table.

COMPARISON OF SPACE CONSIDERATIONS

State	Area	Population	Density	Sq. Mi. Per Person
Montana	147,138	674,757	4.6	218
Iowa	56,290	2,757,537	49.0	20
New York	49,576	16,782,304	338.5	3

This means that space costs money, and as there are fewer persons to pay the higher cost per unit of service, the rural states cannot hope to establish sophisticated special education programs to meet the needs of all the handicapped. What then are we to do when confronted with such problems? This handbook is an attempt to bridge the gap between identification of the rural adolescent mentally retarded and the application of educational principles to this exceptionality.

WHO ARE THE MENTALLY RETARDED

In 1961, the A.A.M.D. under the direction of Heber (1961) said mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior.

Prior to Heber's definition, Doll (1941) had defined the mentally deficient by using expectation criteria such as: (a) socially incompetent, that is socially inadequate and occupationally incompetent and unable to manage his own affairs; . . . (b) mentally deficient as a result of constitutional origin, through heredity or disease; (c) essentially incurable.

This definition was used for many years. Because of it special services were not established for the mentally retarded as Doll's definition excluded the possibility of the mentally retarded benefiting from education.

Heber's concept of adaptive behavior has freed the schools to provide special education and provisions for the rural adolescent educable mentally retarded. Even though the child may meet the intelligence quotient requirements to be designated mentally retarded at one time, this does not mean that he will function at that level his entire life. Heber (1961, p. 3) supports this position when he stated:

> . . . an individual may meet the criterial of mental retardation at one time and not at another. A person may change status as a result of changes in social standards or conditions or as a result of changes in efficiency of intellectual functioning with level of efficiency always being determined in relation to behavioral standards and norms for the individuals chronological age group.

In short, this indicates that as the rural "standards and norms" are not as complex as those found in our major urban areas, it is easier for the rural educable mentally retarded to adapt to and be integrated in his existing society.

A valid question then is, "How does the rural school aid in bringing about this adjustment in adaptive behavior with its limited curriculum and service opportunities?"

It is not a matter of creating a special education program **per se**, but rather administrative adjustment of requirements for the high school diploma. When one realizes that the sixteen basic Carnegie Units are not the only means of fulfilling the high school requirements, and work experience programs facilitate the adjustment process, then the school can mold the child's adaptive behavior to the expectations of the community.

CHARACTERISTICS OF THE ADOLESCENT EDUCABLE MENTALLY RETARDED

Gregg and Boss (1966) indicated that we must have a basic understanding of the mentally retarded child when they stated

few health problems are surrounded by so much popular ignorance and misinformation as that of mental retardation.

Several popular misconceptions of retardation are: (a) it is a disease; (b) it is a form of mental illness; (c) it is hereditary; (d) the mentally retarded are socially and vocationally incompetent; (e) the mentally retarded are dangerous; (f) the mentally retarded are more prone to crime than normals; (g) the mentally retarded have physical abnormalities; (h) the mentally retarded are behavior problems; (i) the mentally retarded are prone to be immoral.

If one is asked to close his eyes and visualize a mentally retarded child, the response is almost always the mongoloid. This stereotyped conception of the condition is erroneous as the typical mentally retarded child does not look nor act appreciably different than the norm of the school-age population. The problem is not how he looks and acts but, rather, what does he accomplish in the academic sense.

One may ask, "What is the role of the school in educating the mentally retarded child?" The answer is the same for every child be he exceptional or normal. This premise finds support in the educational objectives espoused in 1938 by the Educational Policies Commission. They are the following: (a) self-realization; (b) human relationship; (c) economic efficiency; and (d) civic responsibility (Lee and Lee, 1960).

It is self-evident that the educational system must develop those elements of the general objectives that will be of most value to the individual student—normal or exceptional.

For the average child, there are several alternatives available to fulfill the educational objectives, i.e., additional schooling or apprenticeship. For the handicapped child, there is only one choice—vocational proficiency at the end of the secondary program or dependency upon society for his care.

The President's Committee on Mental Retardation (1968, p. 6) supported the concept of vocational habilitation by stating:

> Vocational training and employment of retarded have proved out in dollars and cents as well as in the intangibles of pride and dignity . . . Lifetime income of vocational rehabilitation trainees, according to a Department of Health, Education, and Welfare study, averages sixteen times the cost of training.

We have thus far established what the mentally retarded are not—let us now describe them as they are in terms of practical expectations for this group.

EXPECTATIONS OF INTELLECTUAL GROWTH

The educable mentally retarded child cannot be expected to achieve academically at the same level as his peer group. He can be expected to read at about fourth-grade reading level. The most important area of accomplishment is in vocational attitudes and habits that he can take to any job. His intellectual accomplishments should be confined to those academic subjects which will foster these vocational attitudes and habits and the vocational subjects that teach specific skills. He must be taught by examples, not by reading about an area of expertees.

EXPECTATIONS OF PHYSICAL GROWTH

Hayden (1964) states on the average, retarded children have only half the strength of non-retarded children. On an endurance task they fatigue thirty percent faster. The boys carry twenty-five percent and the girls forty-six percent more fat than their non-retarded counterparts.

This statement clearly indicates the need for a developmental program in physical fitness. They also lack the motor abilities and body mechanics expected of the norm. Thus, they could benefit from more physical education per week and should be required to take physical education courses for more years than generally required.

Teaching recreational skills is also of major importance. If we are going to aid in giving adequate levels of adaptive behavior, we must help them pursue acceptable use of leisure time. One must be extremely practical. One must teach activities that can be used in a given locale with a minimum of expense, i.e., fishing, hiking, rock hunting, etc.

EXPECTATIONS OF SOCIAL GROWTH

The primary adjustment that anyone makes after the school years is to the world of work. Society revolves around work and its expectations are governed by ones success or failure in obtaining and holding a job.

In the school setting, the retarded child becomes an expert at avoiding failure. In the social sense, they do this by retiring from situations that could lead to failure such as school dances and ball games. They have to be encouraged or even forced to interact with their peer group.

In the work experience program, he should be placed in as many different work stations as possible. It has been found that three of four placements per year permits interaction with many types of personalities and with contrasting social requirements.

As mentioned earlier, recreational skills must be instilled in the exceptional child, as the amount of time spent on the job is becoming shorter and therefore the amount of leisure time is increasing. One must remember that social adjustment is a two-way street; i.e., the retarded cannot be expected to adjust entirely to society—society also must adjust to the retarded.

EXPECTATIONS IN EMOTIONAL GROWTH

The so-called normal segment of the population does not have a corner on the market when it comes to emotional problems. The retarded too often is the butt of jokes and academic sarcasm. This situation can be overcome only through educating the public and especially those persons directly responsible for the educational process.

The school counselor must become involved in all aspects of the exceptional child's maturational processes. The retarded child is very sensitive and responds to warmth and sincerity. But he is also a "con-artist" as those persons who have identified with him have usually been motivated by sympathy. Remember—you cannot help the child by feeling sorry for him; you must be realistic and practical.

The emotional problems of the exceptional child are best illustrated by a poem written by a sixteen-year-old retarded girl.

LOVE IS SAD

This is true I want to Love. And no boy
wants to love me.
And no body want to look at me.
And I am happy for all the girls.
And hope all be happy.
The boys look at me not for my looks.
And I hope someday I will be happy.
But I know the day will not come for me.
I hope it will come for me.
I can not help myself.
It is sad for me all people.
I hope it is not sad for you.
For love is sad and happy.
And hope that God will help me.
Someday in the world.
For this is love and sad that all for me
in the day to come.
For the day are long and I am not happy.
For love is sad.

EXPECTATIONS IN MORAL GROWTH

The moral expectations for the retarded child are and should be the same as for any segment of our society.

Gregg and Boss (1966) support this thesis by the statement the retarded . . . are no more prone to commit crimes or engage in immoral behavior than "normal" persons. They are more prone to be mislead or duped by society in general. Thus they must have basic information in such areas as sex education, legal requirements, and responsibilities of driving, drinking, and support of the government and social mores.

EXPECTATIONS IN OCCUPATIONAL GROWTH

In terms of occupational growth, there is no direction to go but up. This has been proven in countless secondary special education work experience programs across the nation. The work experience program is just as feasible for the rural community as it is in large cities. In fact, the rural area has a number of advantages. There is closer contact with the community on an informal basis. As most of the mentally retarded will lead their adult lives in the community in which they attended school, they can be more easily taught the social expectations of that locale. Many of the boys are capable of serving in the armed forces.

Gregg and Boss (1966, p. 2) stated:

> With proper training, most retardates are capable of leading reasonably productive lives, and rehabilitation experts estimate that better than eight out of ten could perform useful work if public and employer attitudes were more receptive to their employment.
>
> . . . there are numerous jobs retardates can perform even better than "normal" persons, and in many other jobs they may more than compensate for their handicap with greater loyalty, dependability, and pride of achievement . . . they are at a real advantage when presented with tasks requiring definite, routinized responses to fairly explicit instructions.

If we are to help the exceptional child to be a contributing member of society we must adapt the best of the academic experience with the world of work to form a "community classroom" in which he can achieve success.

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CHAPTER 3

VOCATIONAL REHABILITATION AND THE ADOLESCENT EDUCABLE MENTALLY RETARDED CHILD

JOHN M. SELF, SR.

From the work oriented society which undergirds the nation develops the values and attitudes by which we measure the worth of an individual. When we speak of the vocational rehabilitation of a segment of our society—the educable mentally retarded adolescent—success in adaptation to a generally acceptable means of livelihood is the yardstick by which we seek to measure status. There are other variables which must be reckoned with, e.g., the societal level of an occupation, financial remuneration, educational and other preparational background, prestige of an occupation, and the psychological acceptance of a given role by the worker (Borow, 1964). When the ingredient of mental retardation is stirred into the already bubbling kettle of qualities which contribute to vocational preparation, the mixture can become noxious. For such an individual, the prejudices and fears often prevalent in society, can erect barriers difficult—sometimes impossible—to scale.

REHABILITATION OR HABILITATION

In the conduct of the survey for identification of educable mentally retarded youth in the smaller secondary schools in Montana, 110 students were arbitrarily set as the maximum size of the high school, the term rehabilitation is misleading. Actually, for these young people, their habilitation in the sense of ultimate vocational preparation is more meaningful. However, usage of the term vocational rehabilitation, because it identifies the state-federal agency which provides services to vocationally handicapped persons—and mentally retarded persons are handicapped—does include the concept of preparation and placement at a vocation for the first time (Obermann, 1965). In the larger schools where enough children are identified as being educable mentally retarded, special education classes can initiate the needed educational, psychological, medical, sociological, and vocational preparation of youth. Such a program can be utilized in such a way that a minimum of services will be required from the state-federal agency to reach the ultimate, desirable goal—successful placement at a meaningful vocation within the range of the youth's capabilities. In the smaller school, on the other

hand, where the problem is manifested in the occasional mentally retarded student, the need cannot be met in this fashion.

The identification of the mentally retarded student can be accomplished without difficulty in schools by utilizing programs established by the State Departments of Education for this purpose. Testing provides an intelligence quotient score, which when coupled with a history of scholastic failure and observations by teachers and parents, provides the basis for diagnosis of mental retardation (Dunn, 1963). These findings in the schools with special education classes enable the child to have the advantages of a curriculum tailored to their needs. Such is not the case for the student in a small school. Yet, if we are to meet the educational needs of these young people—both socially as well as vocationally—it is necessary they be given an opportunity to overcome a handicap cruelly imposed on them by an impartial but demanding world of nature.

WHAT CONSTITUTES THE PROBLEM

The problems posed by the inclusion of one mentally retarded youth in a small school system are numerous. Advanced medical skills as well as more available psychological help are contributing toward earlier identification of mentally retarded children (Dunn, 1963). The emphasis upon meeting these problems rather than their burial in a closet with other family skeletons, has been fostered by federal and state legislation in the past ten years. Activities by parent groups have contributed greatly in making such problems more acceptable and, hence, better understood. The ghost of "Why my child?" has not been laid to rest, but the specter is becoming less threatening. The increasing awareness that most of the mentally retarded youth can be helped—that they can be productive, first-class citizens and have meaningful lives—makes the curse of the disability more bearable. As parents find their child is more like other children than unlike, the scales of fear drop from their eyes, and the future is viewed with love and understanding (Wright, 1960).

It is in the school where real inroads must be met if maximum preparation for life is to be accomplished. First, the problem or problems must be identified in order to bring about solutions. Secondly, with these concepts must come a means of applying the solutions to the problems which have been identified. Thirdly, the implementation of the solutions which necessitates the involvement of the community—its people and its resources. Administrators, teachers, school boards, and parents

in concerted action must actively work toward minimizing the handicapping condition by maximizing the capabilities of the youth.

SEEING PROBLEM SOLUTIONS

The identification of a child as being mentally retarded pinpoints the problem. Statistically this will take place after entry into the school situation where failure after failure in the scholastic situation confirms that which often was suspected (Dunn, 1963). An early awareness by teachers along with an all out effort to help the student cope with his problem is needed. Unrealistic academic demands can be eliminated and the child's strengths emphasized to insure success within his limitations. In this manner, a mentally retarded child can move through the elementary-junior high years and obtain a base upon which a realistic approach to the world of work can be constructed.

As a prelude to ultimate involvement of the federal-state agency, Division of Vocational Rehabilitation, it is desirable that the child's experiences include an awareness of the vocational aspects of life. In the community where special education classes exist, this can be done more formally, under direction of the special education teacher or department where such a facility exists (Farber, 1968). In the larger cities in the state, work-study programs have been set up and are supported in part by the Division of Vocational Rehabilitation. Usually, a counselor-teacher is a part of the program with the responsibility of teaching skills, arranging for job-training, and eventual placement on the job. However, for the small school, an informal adaptation of a work-study program, using the community, the school, and the home seems to be indicated.

Public Law 89-333, passed by the Congress in 1965, specified that each state, through the agency responsible for vocational rehabilitation, must work with mentally retarded persons needing those services which are available under the legislation (H.E.W., 1966). As a result, states not previously involved in this area of disability moved to provide services to mentally retarded persons.

At this same time, each state was granted funds for the development of new state-wide plans for rehabilitation. These plans were to provide complete rehabilitation services for all disabled persons who need or want them, hopefully by 1975. The legislation also provided aid to mentally retarded persons, in that for the first time services to this segment of society were specifically included in the disability areas. Prior to this time, the initiative for working with mentally retarded clients in a

vocational counseling manner was with the state in short, not mandatory.

The federal legislation of 1965 removed all age restrictions in regard to vocationally handicapped persons. Most state plans generally used the age of sixteen as the minimum age for rehabilitation services. However, the restriction is being removed from some state plans. More liberal thinking as to vocational rehabilitation and the role it can play at all ages is responsible for the new approach (McGowan, 1967). No longer is it deemed necessary that a child suffer because of a disability until age sixteen is attained, and then action be taken to alleviate the condition.

Such a program in a rural community first of all would find its roots in the home. An awareness is needed on the part of parents to teach those skills and attitudes towards "work", understanding which the child can learn (Meyer, 1967). But, the realization and acceptance of the fact that it is necessary for him to learn smaller segments of information coupled with repetition is needed. The involvement of the school, weaving experiences and attitudes to form a broader picture of life preparation will be needed. Custodial, lunch room, and other experiences peculiar to the school can be made a part of providing occupational background. At the high school level, meaningful classwork coupled with job-training experiences which can be found in the community can provide additional preparation (Kokaska, 1968). Whether job preparation is obtained in a service station, grain elevator, or grocery store, such work experiences ready the youth for provision of services by vocational rehabilitation.

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CHAPTER 4

METHODOLOGY

Two approaches were utilized in an effort to determine those activities which will provide the best possible total education of the slow child who resides in a rural area. First of all, it was necessary to conduct interviews with school administrators, counselors, parents and the child identified as being a slow learner. First, a list of current practices in use were elicited in the interviews. Then, a list of conceivable practices was compiled. This data made up the list which was sent to the six consultants for rating by them as to desirability of the practice only. The data was ranked utilizing a forced choice five-point scale and returned to the interviewers. Each consultant also prepared a list of suggested practices to be submitted to the schools, again being concerned only with desirability. The interviewers, in turn, prepared a list edited to remove duplications only, and submitted this list to school administrators, counselors and parents. These persons used the five-point forced choice scale to rank the suggestions as to feasibility of incorporation into schools as conceivable practices. The complete instructions to the consultants were as follows:

> Under the six major headings below you will find activities thought to be helpful in improving the total education of a rural educable mentally retarded adolescent. It will be noted that some of the suggestions have been made by administrators and counselors while others were made by parents and the EMR youngsters. Some of the activities are operational in some schools at present and are identified as **current** practices while others are only **conceivable** at this time. You are being asked to rate each activity on a five-point scale as to **desirability.**
>
> 1. Poor practice
> 2. Questionable practice
> 3. Somewhat desirable practice
> 4. Reasonably desirable practice
> 5. Very desirable practice
>
> Please do not be concerned with **feasibility.** Respond only in terms of **desirability** as you sense the intent of the suggested practice. Record your response in the blank at the left by writing in the appropriate number.

The experts serving as consultants were to make recommendations based on whether or not a practice was a desirable ac-

tivity, as well as ranking current and conceivable practices indicated by those interviewed in the field as to desirability. On the other hand, the administrators, counselors and parents were charged with the responsibility of determining how feasible it would be to implement the suggestions in the various schools in order to improve total education of the slow student. The directions given the person in the field are as follows:

> Under the six major headings below, you will find activities designed to improve the total education of the slow child who resides in a rural area. You are being asked to rate each activity on a five-point scale: 5—Very Easily; 4—Quite Easily; 3—Fairly Easily; 2—Quite Difficult; 1—Impossible. You are to judge each activity as to its FEASIBILITY (the degree to which you, your school, your school, your community, or the youngster himself could arrange for doing the activity). Do not consider if you personally or the child would think it is a good idea or not—be concerned only with how difficult it would be to carry out the activity. You may feel other people could answer better, but we are interested in what you feel. Write the number in the blank at the left which best represents the ease with which you feel the activity could be undertaken.

The data obtained from administrators, counselors, parents and students as rated by the consultants as to whether or not the practice is desirable, along with rating given by the consultants using the five-point scale is reproduced below:

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

	Consultant's Rating As to Desirability
ADMINISTRATORS—CURRENT—INTELLECTUAL	
1. The use of individual work by the student under the direction of the teacher in order that the students is able to move forward in relation to his capacity to learn.	4.83
2. The use of programmed text material where it is applicable and possible. It is also desirable that the student be allowed to progress in a non-frustrating situation and some form of social promotion be utilized in order that he may realize some rewards from his efforts. A diploma should be provided the student attesting to his participation in the school situation.	3.83

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

3. School administrators should maintain a constant search for some kind of a device which will aid the student to learn, for example, a special book or a workbook. 3.00
4. It is desirable that the student be tutored in Social Studies and English for at least thirty minutes each day. 2.66
5. A remedial math program for the slow learners and students in the fifth, sixth, and seventh grades is utilized. 3.33
6. A Regional Pupil Personnel Services Center tested the student and then met with the parents and the student. This resulted in a recommendation to enroll the student in the summer remedial clinic at a nearby college. 3.66
7. Title I ESEA funds are being employed to provide qualified personnel for individual tutoring of slow students in areas of reading and mathematics. 4.00
8. The counselor should be aware of the need to identify the level of functioning of the slow student in each academic area. This enables him to talk with each teacher as to how a tailor-made special program will enable the slow student to learn in each area. 4.83
9. The student is assigned a double period in shop each day. He is responsible for maintaining shop equipment and materials in an orderly fashion, thus being elevated to the status of an assistant to the instructor in the eyes of his peer group. 3.33

ADMINISTRATORS—CURRENT—PHYSICAL

1. Athletic eligibility requirements have been modified to enable slow students to participate in varsity athletics. Grade point average is not used as a criterion for participation. 4.66
2. The student is allowed to take four years of high school physical education activities rather than the two years required of students of average and higher capabilities. 4.00

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

3. The shop teacher assigns activities for the slow student which are designed to help him develop better motor coordination. 4.33
4. The art teacher has found number painting to be particularly appealing to the slow youngster as well as having real value in helping him develop motor skills. 3.50
5. Allowing the slow student to enroll in the typing class for a second and third year is thought to improve fine motor skills greatly, especially finger dexterity. 2.66

ADMINISTRATORS—CURRENT—EMOTIONAL

1. No pressure as to a level of expected performance is put on the student. 3.00
2. The slow students are scheduled for group and individual counseing to help them in the area of emotional growth. 4.33
3. The teacher explains to the class, with parental permission, the nature of the slow student's difficulty. His classmates are encouraged to suggest ways in which they can provide assistance to the slow student in order to help him in academic and social skills. 2.66

ADMINISTRATORS—CURRENT—MORAL

1. The slow students are helped to understanding the moral code of the community when they unwittingly violate it, and are then given "second chances". 4.17
2. When a slow student violates the moral code of his community, every effort is expended to help him understand the problem in order to get him back on the "track" as quickly as is possible. 4.66

ADMINISTRATORS—CURRENT—OCCUPATIONAL

1. Refer the student to the Bureau of Indian Affairs for vocational and educational counseling. 3.50
2. When the vocational aspiration of the student is unrealistic, seek to counsel the student into a more realistic area of vocational choice. 4.33

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

3. The student is assigned part-time work in the school as a custodian and audio-visual equipment operator. This provides the student with an opportunity to learn about work. In return for the work, free lunch is provided for all of the children in his family. 4.17
4. A work study program, under the supervision of the administrator, enables the slow student to work two hours each day in a service station. 4.66
5. The student helps a custodian in the school under a work study grant which is financed by the Neighborhood Youth Corps. 4.50

ADMINISTRATORS—CURRENT—SOCIAL

None

COUNSELORS—CURRENT—INTELLECTUAL

1. The slow-learning student is accommodated in regard to special academic rules and regulations of the school. He is allowed to participate at a level at which he will not be injured nor left out and yet can work at his capacity. The curriculum is adapted to his needs where a conflict arises. 4.83
2. The use of curriculum materials from a nearby college is an aid to the slow student. 3.50
3. The student has been evaluated by a Mental Health Clinic. A continuing effort is being made to make teachers aware of the child's problem while avoiding any tendency to label his disability. This provides him with some success experiences. 3.83
4. Every effort is being made to encourage the student to remain in school. 4.83
5. Teachers work with the slow student after school in Mathematics and English. 2.67
6. The faculty is contacted by the counselor in order that the limitations of the child can be explored and better understood. This enables a good rapport to be established between the teacher and the student. It also enables the counselor to structure the child's curriculum to meet his needs. 4.67

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

COUNSELORS—CURRENT—PHYSICAL

None

COUNSELORS—CURRENT—EMOTIONAL

1. The counselor is working with the family to help them understand the student's problems in the learning situation. The family, in turn, is also working with the student along the lines established by the counselor. 5.00

COUNSELORS—CURRENT—MORAL

1. A use of church groups in a special effort to include the slow-learning youngster in community activities, such as camping, parties, and other recreational activities. 4.83
2. Moral expectations in regard to the young people in the school are high, and all students, including the slow students, are expected to meet them. 4.00

COUNSELORS—CURRENT—OCCUPATIONAL

None

COUNSELORS—CURRENT—SOCIAL

1. Every effort is being made to get the student more involved in social activities, especially within the school setting. 4.83

PARENTS—CURRENT—INTELLECTUAL

1. The student has been evaluated by the regional evaluation center. 4.66
2. The Department of Welfare was used as a referral agency. 3.50
3. The practice is to send slow children to an Indian boarding school operated by the Bureau of Indian Affairs. 2.00
4. The child was taken to an optometrist in a nearby city for visual training and physical exercises. As described, the techniques used sounded much like those of Kephart and Frostig. The parents were pleased with the results. 2.33

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

PARENTS—CURRENT—PHYSICAL

None

PARENTS—CURRENT—EMOTIONAL

None

PARENTS—CURRENT—MORAL

None

PARENTS—CURRENT—OCCUPATIONAL

1. The father works with the youngster on the farm teaching him job skills and encouraging him in work performance. 5.00
2. The student is getting vocational counseling and work experiences from the parents. 4.33
3. The Bureau of Indian Affairs utilizes a relocation plan in which they send children to various parts of the nation for skill training. Most of the training is of a work experience nature. 3.66
4. An itinerant psychologist from a pupil personnel services project has suggested an apprenticeship as a baker in a neighboring community for a slow student. 3.16

PARENTS—CURRENT—SOCIAL

1. The student was tutored in a hunter safety course by an instructor from the community. The written examination, if successfully completed, allows the student to hunt in the state. The hunter safety instructor allowed the mother to read the text of the examination to the slow student and he was able to successfully pass the test. 4.00
2. The church pastor has been made aware of the youngster's problems and encourages him to sing in the choir despite the fact that the student does not read music. 3.83

STUDENTS—CURRENT—INTELLECTUAL

1. The superintendent helps him choose books which are of a high interest level, yet with a low enough reading level so he can read them, and then encourage him to read. 4.50

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

STUDENTS—CURRENT—PHYSICAL

None

STUDENTS—CURRENT—EMOTIONAL

None

STUDENTS—CURRENT—MORAL

None

STUDENTS—CURRENT—OCCUPATIONAL

None

STUDENTS—CURRENT—SOCIAL

None

ADMINISTRATORS—CONCEIVABLE—INTELLECTUAL

1. Fit the slow student into the school curriculum, taking into account his capability and level of performance. 4.00
2. The teacher uses a means of "visual grading" for the slow student rather than a competitive type of grading as is used with the regular class. Thus, through observation and interaction with the student, the teacher can be aware of the student's effort and progress. 4.00
3. The use of the Science Research Associates laboratory materials in basic math, reading, and writing can be utilized in helping the slow student learn. 4.00
4. Contact could be made with the Job Corp Center to secure curriculum materials which can be adapted to the local school system. 3.50
5. A more positive attitude toward the slow student should be developed within the school faculty. In addition, certain resources should be utilized, such as, workshops, mental health clinics, and the Department of Special Education, State Department of Public Instruction. 4.83
6. Efforts should be made to develop academic tasks which are commensurate with the level of achievement of the child. 5.00

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

7. A special education teacher could be employed by several adjoining school districts with a primary function of serving as a resource person to the several schools, rather than as a classroom teacher. Her duties could include conducting in-service training for the regular classroom teachers, the provision of consultant services with counselors and administrators, and help with diagnosis of exceptional children. 4.83
8. The administrator could develop a program for these children under homebound instruction. 1.50
9. The packaged individualized instruction program which are now being tested by the Northwest Educational Research Laboratory should be considered by the schools. For example, welding, modeling plastics, and other courses are being offered by correspondence. 3.50
10. The teacher of slow children should make every effort to relate the subject matter to the future vocational aspirations of the student. The more realistic the vocational choice of the student, the greater the opportunity to convey the possible contribution of the classroom to the world of work. 4.66

ADMINISTRATORS—CONCEIVABLE—PHYSICAL

1. It would be worthwhile to set up a breakfast program in the school cafeteria as many of the slow students do not eat until lunch time. 4.17
2. Better health services for the slow students need to be developed. Such students tend to have more health problems. Good health could contribute toward more productive learning on their part. 4.50

ADMINISTRATORS—CONCEIVABLE—EMOTIONAL

1. An itinerant counselor who is experienced in working with a slow learning youngster of this type could visit the school periodically in order to counsel with the student. 3.50

ADMINISTRATORS—CONCEIVABLE—MORAL

1. A series of meetings among persons representing the school, the church, and parents in the community could be arranged in order to coordinate plans for preventive guidance in areas where moral problems could evolve. 4.00

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

2. The classroom teacher should be encouraged to make an example of other students in the room when they violate the rules. The teacher then should talk with the slow student about the implications of the misconduct which took place. 1.66
3. Identify other slow students in the school and start a small home-life discussion group along the lines of family life and moral development. 4.83

ADMINISTRATORS—CONCEIVABLE—OCCUPATIONAL

1. Send the student to a regional vocational technical school. 3.83
2. Teach the student a trade at which he would have an opportunity for employment. 4.17
3. The counselor could take the youngster on field trips to the cities where possibilities of employment exist. At the same time, the student should be provided with the opportunity to talk with adults who work at the kinds of jobs at which he, the student, may someday be expected to be able to work. 4.17
4. Capable itinerant counselors and psychologists should be able to aid in planning specific vocational preparation programs for the slow learner. 4.50

ADMINISTRATORS—CONCEIVABLE—SOCIAL

1. It would be helpful to the slow student to involve him in 4-H Club work and County Extension programs where such programs are available. 4.33
2. Parental counseling by school counselors and administrators in regard to the needs of the slow student along lines of social adjustment could be helpful. 4.83
3. It is planned to make this youngster the manager of the athletic team next year. 2.83

COUNSELORS—CONCEIVABLE—INTELLECTUAL

1. The school should provide vocational materials in which the slow student can browse in order to formulate ideas of those vocations in which he may have an interest. 3.50

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

	Consultant's Rating As to Desirability
2. The teacher should be able to provide special instruction in handwriting. The use of programed text materials could be used to create additional learning opportunities.	3.33
3. A language laboratory could be utilized to enable the slow student to have individual help in teaching English as a second language (Indian school areas).	3.83
4. It is desirable that two or more school districts consider cooperation in setting up remedial and other special services for the slow student.	4.33
5. A means of tutoring could be developed during school hours or at other times when persons other than the faculty, e.g., housewives, could be utilized to improve the learning situation for the slow student.	4.17
6. It would be practical to establish special service districts which would enable the schools to know what services and curriculum offerings are available within a reasonable distance.	4.67
7. By adjusting the class load of teachers with special skills, it would be possible for such faculty members to be able tc work more with exceptional children.	4.67
8. Greater utilization of audio visual aids would better meet the needs of these young people.	4.00
9. The grading system of the school should be revised in order that he could be graded on the effort he produces, rather than using the D- to move him through his school experiences.	4.50
10. Each teacher should be required to have some training in special education, particularly in his teaching major, in order to help the slow student benefit more from his school experiences.	4.33
11. Itinerant special education instructors could visit the schools, bringing with them necessary materials with which they could schedule several weeks class work for the slow student. Supervision of the activities of the student then could be conducted by the local faculty.	4.17
12. Modular scheduling could increase the opportunity to help the slow student.	2.83

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

13. The school could locate capable persons to do the tutoring. These services would be financed by the child's parents. 1.67

14. The assignment of a grade of "E" to students who have been judged as lacking in academic areas, but who seem to try, would be an indication of social promotion. 1.83

COUNSELORS—CONCEIVABLE—PHYSICAL

1. Counselor should help the overweight student with his diet, e.g., the youngster who needs to lose weight could be encouraged to participate in physical education classes to a greater degree. 3.00
2. The counselor should initiate closer contact with community physicians to better deal with potential health problems. 4.67
3. The student could be referred to a nurse in a neighboring community where therapy employing neurological organization techniques is available. 2.00

COUNSELORS—CONCEIVABLE—EMOTIONAL

1. More counseling time should be spent with the student to determine if he is a slow student or if problems of an emotional nature are the cause of the difficulty. 3.67
2. Individual counseling sessions could be set up on a regular basis in order to help the student explore his current self-conceptions. 3.50

COUNSELORS—CONCEIVABLE—MORAL

1. The counselor should teach a sex education class for the slow students. 3.67
2. The counselor should have the responsibility to discuss the slow child with the family's minister and he should request that the minister help in a systematic program of preventive developmental counseling in all areas which are associated with moral growth. 3.67

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

COUNSELORS—CONCEIVABLE—OCCUPATIONAL

1. The use of vocational rehabilitation services when the student has reached appropriate age for referral. 4.83
2. When the school has provided all possible services, the Employment Service can be utilized to help in job placement. 4.50
3. The youngster should be encouraged to go to the Job Corps upon completing or dropping out of school. 2.50

COUNSELORS—CONCEIVABLE—SOCIAL

1. The counselor could encourage the student to participate in Future Farmers of America, 4-H Clubs, and similar groups. 4.50

PARENTS—CONCEIVABLE—INTELLECTUAL

1. Parents feel teachers should give more individual attention to slow students. They also believe teachers should be more available for conference in regard to the performance of the slow student. 4.83
2. Parents believe that more structure and firmness is needed on the part of the teacher, as well as encouragement in participation in school activities. 4.00
3. Parents feel that if the student were in another school he would be able to function better; possibly transfer to a larger school where more adequate facilities are available. 2.66
4. Parents favor the use of a buddy system where older students are employed to work with the slow students in academic areas. 3.50
5. A parent believes it would be best to wait until someone figures out a way of helping these children. 1.33
6. Special help could be given in the driver education program, such as longer periods to pass the tests and more practice in the skills involved in driving. 4.33
7. Parents believe the school counselor should provide the student with special help in learning work habits and study skills. 4.16

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

8. The school should just keep the student in reading until he gets it; reading is more important than anything else, according to the parent. 1.83
9. Home economics should be taught to slow students at a lower level than high school, i.e., as part of their specalized elementary or junior high curriculum. 4.00
10. Women in the community could help teach girls and boys how to clean house and how to cook. This could be cor-ordinated through the school. 3.50

PARENTS—CONCEIVABLE—PHYSICAL

None

PARENTS—CONCEIVABLE—EMOTIONAL

None

PARENTS—CONCEIVABLE—MORAL

1. The parents believe that the school should make more of an effort to provide sex education for the slow student. 4.16

PARENTS—CONCEIVABLE—OCCUPATIONAL

None

PARENTS—CONCEIVABLE—SOCIAL

1. These youngsters should receive music lessons just as everyone else does, even though they may not be good musicians. 4.00
2. The slow youngsters should be encouraged to single out an understanding teacher as a buddy and should have access to that teacher regularly. 3.66

STUDENTS—CONCEIVABLE—INTELLECTUAL

1. The student would like special help in spelling, such as phonics. He feels the mathematics should be at a practical, applied level. 4.16
2. The student feels his social studies would be more helpful if it were current history (events) rather than European or ancient history. 4.50

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

Consultant's Rating
As to Desirability

3. The youngster feels that the teacher should allow a more capable student who completes a test quickly to read the test questions to the slow student, and then write down the answers while the slow student gives them verbally. 3.16

STUDENTS—CONCEIVABLE—PHYSICAL

None

STUDENTS—CONCEIVABLE—EMOTIONAL

None

STUDENTS—CONCEIVABLE—MORAL

None

STUDENTS—CONCEIVABLE—OCCUPATIONAL

1. The student feels that people at the school should show him how to get a job with a filling station. 3.83

STUDENTS—CONCEIVABLE—SOCIAL

None

AN OPINIONNAIRE STUDY FOR EVALUATING SUGGESTIONS DESIGNED TO HELP ADOLESCENTS WHO ARE SLOW IN SCHOOL

The evaluation of suggestions designed to help adolescents who are slow in school is presented below. An average was obtained based on ratings of suggested practice by parents, counselors and administrators. In addition, an average was computed for the six consultants, and is presented for purposes of comparison with the data secured in the school systems.

Feasibility Scale for Parents, Counselors, Administrators

5—Very Easily
4—Quite Easily
3—Fairly Easily
2—Quite Difficult
1—Impossible

Desirability Scale, Consultants

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonable Desirable Practice
5. Very Desirable Practice

INTELLECTUAL

	Parents	Counselors	Administrators	Average	Consultants
1. Students should try to read the newspaper and understand what is happening in their community.	3.46	4.25	3.55	3.75	4.17

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

2. Students could go to the store with their parents and practice shopping with them; thus, they learn how to buy various items and to budget money.
   3.85 4.50 3.82 4.06 4.50

3. Students should practice reading signs that they run into each day. If they don't understand them, then they should ask someone to explain.
   4.15 4.17 3.91 4.08 4.17

4. Parents should attempt to understand the nature of their expectations in terms of the child's academic performance. They should acquire and read the informative material available through the school counselor that will give them some idea about what to expect from the child.
   3.69 3.42 2.91 3.34 3.83

5. Counselors should help teachers understand that the slow learning youngster best learns those concepts that are of interest to him, that are presented in a concrete manner, and which are repeated often.
   3.62 3.58 3.82 3.67 4.67

6. Counselors should work with teachers, administrators, and parents in explaining Intelligence Quotient scores and other test results. Outline to these persons the different levels of human abilities and emphasize that all abilities are not necessarily academic.
   3.38 3.92 3.64 3.65 4.00

7. Counselors should establish a library of available pamphlets and other descriptive materials which will be available to administrators, teachers, and parents of the slow learner to help them better understand the child and his special problems. 3.23 3.53 3.55 3.44 4.00

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
8. Counselors could work with the youngsters in terms of helping them establish agreement or congruence between their aspirations and abilities in school and in later life.	3.31	3.50	3.09	3.30	4.00
9. Administrators could provide for school participation in and use of special education instructional materials centers. This will provide a valuable resource for special materials and ideas.	2.84	2.92	2.54	2.77	4.50
10. Administrators could identify any staff in the school with special interest or training in the area of the slow learne and have them serve as resource personnel to the other teachers.	3.46	3.25	2.64	3.12	4.00
11. Administrators could encourage the use of more advanced students in the classroom to teach basic information to the slow child.	3.31	3.53	2.64	3.16	3.33
12. Administrators could provide for **comprehensive** diagnosis and assessment of all youngsters suspected or determined to be a slow learner. Use extreme caution in labeling a student because of the destructive force of the "self-fulfilling prophesy."	3.08	3.53	3.09	3.23	4.67
13. Provide diagnostic studies and interpret to the teacher so educational programs are adjusted properly for level, pace, and objectives. Be sure the student experiences success.	2.92	2.83	2.73	2.83	4.83
14. Employ the student's regular teachers to provide individualized programs during free periods of the teacher or possibly after regular school hours.	2.62	2.83	2.36	2.60	3.50
15. Provide tutoring which supports the student in meeting specific intellectual and academic demands which are confronted during the school day.	2.46	2.67	2.54	2.56	4.00

Feasibility Scale for Parents, Counselors, Administrators

5—Very Easily
4—Quite Easily
3—Fairly Easily
2—Quite Difficult
1—Impossible

Desirability Scale, Consultants

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonable Desirable Practice
5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
16.	Try to arrange the student's academic programs as specifically as possible to fit with vocational plans.	3.54	2.67	3.45	3.22	4.00
17.	Lessons, tests, quizzes, can be often put on tape to assist the poor reader.	3.31	2.91	3.18	3.13	4.00
18.	Many of the continous loop films available through the various media centers provide excellent self-instructional or supplementary approaches to hundreds of topics and skills.	3.15	2.83	3.00	2.99	3.83
19.	Multi-county organizations have been utilized successfully to provide media evaluative and therapeutic services in remote areas. Frequently, two or more districts unite to hire speech therapists and school psychologists which enhances the possibility of prescriptive teaching.	2.46	2.91	2.54	2.64	4.67
20.	Modified programs in home economics classes should stress child care, home management, personal grooming, budgeting, etc., at a level which is meaningful to slow children.	3.46	2.58	3.27	3.10	4.67
21.	Remote districts can utilize "traveling clinics" staffed by college and university personnel to screen children for class placement and to provide more extensive evaluation, counseling, and therapeutic services.	2.69	2.58	2.91	2.73	3.50
22.	Area workshops staffed by personnel from state departments, colleges, universities, and other state agencies provide excellent in-service training for teachers and administrators as well as teacher aides.	3.15	3.08	3.27	3.17	4.33
23.	In evaluating slow children, the tests employed should measure specific learning disabilities as well as general intellectual functioning.	3.62	3.25	3.45	3.44	4.50
24.	Evaluations should extend beyond the diagnosis to include suggested remedial approaches.	3.54	3.42	3.45	3.47	4.67

27. Evaluations should assess adaptive behavior functioning in addition to intellectual level functioning.
3.31 3.50 3.36 3.39 4.70

28. Set realistic academic expectancy standards for the student and inform him of these standards.
3.15 3.67 3.36 3.39 4.67

27. Emphasize the positive aspects of the student's abilities.
4.01 3.92 3.82 3.94 5.00

29. A regional service agency as an integral part of the state school system should be organized to provide clinical and diagnostic functions as well as specialized curricular assistance and in-service education for principals and teachers.
3.29 3.17 2.73 3.04 4.33

29. Two or more school districts in an area might join together for the development and operation of a single program for secondary school age slow learning students.
3.62 3.83 2.34 3.60 4.50

30. Teachers at all levels should develop individually prescribed learning tasks for each slow learner and keep careful records of his developmental progress.
3.34 3.67 3.01 3.71 4.17

31. Programs for slow learners should seek to identify areas where they show particular academic interest or strength. The program prescribed should emphasize the development of these areas.
3.49 3.17 3.27 3.39 4.50

32. Teachers should help slow learners develop skill in oral expression.
3.66 3.50 3.10 3.53 4.50

33. The regular curriculum should be limited to only those items that would be of value to the student in any job that he would attempt; i.e., if the items did not help formulate work attitudes and habits or bring him up to the third grade reading and math levels, then he should not take them.
3.80 3.17 3.40 3.31 3.17

Possibility Scale for Parents, Counselors, Administrators

5—Very Easily
4—Quite Easily
3—Fairly Easily
2—Quite Difficult
1—Impossible

Desirability Scale, Consultants

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonable Desirable Practice
5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
24. A major portion of the curriculum for the slow learner should consist of basic knowledge in social and civil skills such as: (1) social security; (2) unemployment insurance; (3) workmen's compensation; (4) health insurance; (5) banking; (6) income tax; (7) credit; (8) obtaining jobs.	3.23	2.67	2.82	2.91	4.00
25. Special transportation arrangements may have to be made by the school in the event of a work study situation or a modified school day.	2.31	2.42	2.54	2.42	5.00
26. The slow students cumulative records should be kept separate and up-dated every quarter with work experience information such as recommendation from employers and emotional stability of the student.	3.46	3.42	2.73	3.20	3.67
27. The school budget should have separate items for special services that are to be provided especially for the slow student.	3.15	2.42	2.18	2.58	3.50
28. The school has to provide systematic supervision of the student on work experience during the school day.	3.15	2.62	2.36	2.70	4.83
Composite Av.	3.25	3.19	3.05	3.16	4.20

PHYSICAL

1. Students should follow health habits taught at home and at school and should be proud of their bodies.	4.62	3.67	3.91	4.07	4.67
2. Students should try to engage in activities that will give them plenty of physical exercise.	4.62	3.92	4.00	4.10	4.67
3. Parents should understand that the child's mental abilities will not restrict him from taking part in family activities such as camping, fishing, hunting, cookouts, etc. These children can be most helpful in painting structures, putting shingles on buildings, building fences, trimming trees, and other chores. They should be encouraged to participate in such activities.	4.62	4.00	3.91	4.20	5.00

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
4. Sex education should start early within the family unit.	4.46	3.25	3.36	3.69	4.83
5. Parents should provide for regular physical examinations by the family doctor.	4.69	3.58	3.00	3.76	4.83
6. Slow-learning children might need additional supervision in developing daily personal hygiene habits such as baths, brushing teeth, hair, etc. Parents need to be aware of this fact.	4.62	3.83	3.36	3.94	4.83
7. Counselors should encourage these youngsters to participate in recreational activities. The counselor may actually need to take the child to the activity the first time.	3.92	3.83	3.64	3.80	4.83
8. The counselor should work with the physical education personnel in terms of not allowing these students to become isolated.	4.23	4.25	3.64	4.04	4.67
9. Counselors could request the adults of the community, social groups, etc., to become involved with these youngsters in terms of outdoor recreational experiences.	3.15	3.33	2.64	3.04	4.33
10. Administrators could provide for participation of the slow learner in an intramural athletic program.	3.31	3.75	3.82	3.63	4.17
11. Administrators should use the services of a Public Health Nurse as a consultant to teachers and parents.	3.54	4.00	4.09	3.88	4.00
12. Administrators should encourage the physical education teacher to show these students good habits of washing, use of deodorant, grooming of hair, caring for complexion problems, and to discuss sex problems peculiar to each sex.	4.15	3.83	3.73	3.90	3.83
13. Administrators should provide soap and hand brush in the room and require that these children have clean hands and fingernails, and be generally well-groomed.	3.69	4.17	3.45	3.77	3.17

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
14. Administrators should see that annual physical examinations for these youngsters should be required by the school.	3.38	3.92	3.09	3.46	4.17
15. The slow learner can be given specific jobs such as towel supply manager, water boy, or sweeper boy for basketball games. Positive attitudes towards work, as well as development of self-concept, can be achieved in such activities.	4.38	4.33	4.09	4.27	4.33
16. Remediate those physical inadequacies that are amendable to remediation.	3.62	3.33	3.09	3.35	5.00
17. Use the Kennedy Physical Fitness (American Association for Health, Physical Education, and Recreation) guidelines as an aid for developing physical education programs.	4.31	4.00	3.91	4.07	4.17
18. Have a teacher monitor and plan physical activities of the child so as to assume good conditioning, health, and development.	3.77	3.25	3.27	3.43	4.33
19. Try to influence the family to be mindful and proficient in matters of nutrition; physical as well as mental aspects of development.	4.23	3.08	2.73	3.35	4.67
20. Be sure the student's program emphasizes and exploits whatever strengths the child shows in physical dexterity.	3.69	3.58	3.36	3.54	4.50
21. Multiple handicapped children are often included in Easter Seal Camping programs. Many church groups are sponsoring slow children in camping and scouting experiences, and other recreational activities.	3.00	3.17	2.73	2.97	4.33
22. Most recreational groups will make provisions to include the slow child in organized community activities such as baseball, football, basketball, and less active sports.	3.15	3.17	3.00	3.11	4.50
23. An interested staff member or experienced person in the community can instruct slow youth in the utilization of fishing, hunting, and boating equipment. Care of equipment and safety should be stressed in addition to actual use.	2.92	3.50	2.64	3.02	4.33

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
24. The physical education program for slow learners should have as the base of all its activities the physical fitness and motor coordination of each individual.	3.46	3.42	3.13	3.35	4.67
25. School personnel should attempt to modify state school policies as regards eligibility for co-curricular activities so that a recognized slow-learning adolescent can participate without maintaining passing grades in the usual high school subjects.	3.08	3.17	2.73	2.99	4.00
26. Slow learning children should be evaluated with tests designed to measure physical and motor coordination such as the Lincoln Oseretsky Tests of Motor Proficiency and the Purdue Perceptual-Motor Survey and other special fitness tests.	3.08	2.83	2.91	2.94	3.00
27. Physical achievement of the slow child should be acknowledged by special fitness awards such as those provided by the Kennedy Foundation.	3.69	3.42	3.55	3.55	4.00
Composite Avg.	3.84	3.62	3.36	3.61	4.35

SOCIAL

1. Parents could prepare the child in the home to participate in the social activities offered by the community.	3.92	3.25	3.18	3.45	4.33
2. Parents could teach him proper manners, grooming, etc., and do not expect less because of his learning limitations. Patience and understanding will be required but he can learn many social skills.	4.69	3.50	3.18	3.79	4.67
3. Parents should encourage the child to have and to attend informal gatherings with friends.	4.46	3.42	3.36	3.75	4.83
4. Counselors could request help from social clubs, churches, etc., to sponsor social events for these youngsters and to include them in their programs.	2.62	3.17	3.09	2.96	4.17

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
5. Counselors could provide for slow learning students to share their hobbies with more advanced learners or adults.	3.31	3.25	3.00	3.19	4.33
6. Counselors could arrange for other students as well as adults to share their hobbies with the slow learning student.	3.15	3.33	2.82	3.10	4.00
7. If these children are going to participate in social events, they must be made poignantly aware that they are wanted. Techniques for getting them involved in social activities, such as assigning them a duty to carry out at the social function, will get them initiated into the social interaction. Then, they **must be made to feel welcome** if they are to continue to participate.	3.92	3.25	3.27	3.48	4.67
8. In a regular class with wide ranges of talent, slow students will generally become isolates. Small group activities should be utilized to get them involved socially.	3.69	3.25	3.36	3.43	4.33
9. Provisions should be made for field trip experiences which necessitate the learning of social skills.	3.38	2.67	3.27	3.11	4.50
10. Be sure that the student has every possible opportunity to be adequately motivated, emotionally stable, and secure so that he is, in fact, an attractive and sociable individual.	4.08	2.67	3.00	3.25	4.67
11. Make certain that the student gets adequate attention and feels that the teacher understands and respects him.	3.62	2.67	3.27	3.19	4.50
12. Keep the student involved in normal or common social activities to the fullest possible extent.	3.85	2.67	3.18	3.23	4.67
13. Utilize all necessary resources to assure that the student's intellectual problems are not further complicated by lack of adequate clothing and physical resources, which may add to difficulties in social adjustment.	3.46	2.67	2.73	2.95	4.50

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
14. Provide systematic instruction, with repeated follow-up, to insure that the student develops habits of promptness, courtesy, good work performance, cleanliness, use of leisure time, etc.; all of which are essential to social acceptance.	3.77	3.00	2.73	3.17	4.67
15. Heavy emphasis should be placed on recreational opportunities in the specific locale.	3.85	3.08	3.18	3.37	4.17
16. Costs of various types of recreational activities and their interest and value need to be explored.	3.46	3.17	3.36	3.33	3.67
17. Integration should be sought in all aspects of the community's social opportunities.	4.08	3.17	3.27	3.51	3.50
18. Teach specific social skills that are frequently learned incidentally by average youngsters.	3.77	3.50	3.45	3.57	4.67
19. Curriculum provisions for slow students should allow for as much social and educational interaction as is possible.	3.62	3.25	3.36	3.41	4.17
20. Slow learners should be encouraged to participate in 4-H clubs, Boy or Girl Scouts, church youth groups, and other appropriate out-of-school activities.	4.38	3.83	3.82	4.01	4.50
21. Slow learners should be encouraged to participate in a wide range of sports and games.	4.15	3.58	3.73	3.82	4.00
22. Youth organizations should utilize the buddy system to enlist the participation of slow learners in community endeavors.	3.38	3.17	3.09	3.21	3.50
23. Leaders of various organizations, such as Girl Scouts, Boy Scouts, Campfire Girls, "Y" groups, church groups, etc., need special orientation so that they can help and work with the slow learner.	3.46	3.25	2.82	3.18	4.33

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
24. Teachers and counselors have found slumber parties and overnight camping trips excellent vehicles for teaching social understanding and group participation. A local restaurant provides an excellent laboratory for the slow student to learn to read the menu, to order, to pay, and to conduct himself in an acceptable manner. Such experiences should be well planned and under the supervision of staff members.	2.54	3.08	2.64	2.75	3.83
25. Augment the financial resources of the student so he can stay in school. He could be employed by the school.	3.15	2.67	2.54	2.79	3.83
26. The slow student should be taught how to avoid being "taken in" by high pressure advertisements or sales techniques.	3.08	2.91	3.18	3.06	4.83
27. The slow student should receive certain numbers of credits for units of successful work experience. These units should be applied for the diploma.	3.23	2.83	3.00	3.02	4.67
Composite Avg.	3.63	3.12	3.14	3.30	4.32

EMOTIONAL

1. Students should be helped to deal with persons who call them names like M.R., retard, etc.	3.46	3.08	3.09	3.21	4.00
2. Parents should not let the child become isolated from the family when the family is working and playing together. Let him know that he is wanted and that he is a valued member of the team. He should be told this and he should be made to feel that he is wanted by other members of the family.	4.69	3.50	2.91	3.70	4.83
3. A great deal of understanding effort may be required to gain acceptance of the child by his brothers and sisters as well as the neighbor children.	4.23	3.17	2.54	3.31	4.17
4. Parents should be alert to what disturbs their child and try to eliminate the causes if possible.	4.31	3.00	2.82	3.38	3.83

Feasibility Scale for Parents, Counselors, Administrators

5—Very Easily
4—Quite Easily
3—Fairly Easily
2—Quite Difficult
1—Impossible

Desirability Scale, Consultants

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonable Desirable Practice
5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
5.	Parents should work with the teacher, counselor, and school administrator to develop a true understanding by all concerned of the child's problems. Have a warm accepting home for the child, don't demand more than the child can give physically, mentally, or emotionally. Praise abilities and give support on limitations. Do not ridicule or shame the child.	4.38	3.17	2.82	3.46	4.67
6.	The most important contribution the counselor can make to these children is to provide them time where they can come and talk and be heard by an adult. Listen!	4.23	4.42	3.73	4.13	4.00
7.	Attempts should be made by administrators to know these children on a first name basis and behave in a genuine friendly manner toward them. Administrative recognition of these children can help to reduce the stigmata that these children experience from teachers and other students. Genuine administrative acceptance will go a long way toward creating a healthy emotional invironment for these children.	4.15	4.17	4.45	4.26	4.00
8.	Administrators should encourage teachers to be careful when calling on members of the class for responses as the slow child may withdraw deeply into himself in threatening situations. Adequate success experiences should be provided for.	4.00	3.83	3.82	3.88	4.17
9.	Administrators should encourage teachers to be genuinely interested in what these children are doing; let them know the teacher cares. Prevent harsh preventive treatment by teachers who do not understand intellectual limitations.	3.62	4.00	3.64	3.75	4.83
10.	Avoid an excessive failure experience in school learning by adjusting school program to his or her functioning levels and interests.	3.31	2.83	3.18	3.11	4.83
11.	Make sure the student has a constant friendly contact point in the form of school personnel or fellow students in his school for refuge at times of special difficulty.	3.77	3.42	3.36	3.52	4.83

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
12. Take extra time and care in counseling so the student grows in knowledge concerning his own potentialities and senses his growing competency and specific vocational possibilities.	3.38	3.50	3.36	3.41	4.83
13. Acceptance of slow children should be stressed to faculty as well as other children.	3.85	3.42	3.91	3.75	4.83
14. Development of positive self-image and self-concept should be encouraged for these children.	3.69	3.08	3.18	3.32	4.67
15. Psychiatric or psychological personnel should be available for consultation.	1.92	2.42	1.82	2.05	4.33
16. De-emphasize the differences and emphasize the similarities to meet the emotional needs of these children.	3.31	3.00	3.00	3.10	5.00
17. Assign some distinct school maintenance task for each slow learner to perform regularly. While these tasks need to be within the performance range of these students, they should also be important rather than perfunctory tasks.	3.46	3.25	3.00	3.24	3.67
18. An effort should be made to make certain that the academic expectations of teachers are realistic with respect to slow learners. These students like all others need to experience a great deal of success. Teachers should be involved regularly in in-service programs which deal with teaching slow learning children.	3.38	3.00	2.91	3.10	4.67
19. The school should help the parents of slow children understand their child's strengths and limitations, how the school is attempting to deal with them, and how home support and expectations can contribute to the child's development.	3.85	3.25	3.18	3.43	5.00
20. Assisting parents to establish and accept realistic goals for the slow child will lessen the probability of emotional tension, anxieties and frustrations.	3.69	3.08	2.91	3.23	4.67

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
21. Utilization of language (vocabulary) which is at a level where the slow student can understand, lessens the probability of error and consequent frustration.	3.69	3.08	3.09	3.29	4.50
22. Presentations before the peer group should be planned to minimize the possibility of ridicule.	3.31	3.33	3.36	3.33	4.00
23. Proper use of emotional control should always be positively and immediately reinforced.	3.31	3.25	3.27	3.28	4.67
24. Upper grade and secondary age slow learners can be assigned to assisting selected elementary teachers with some of the routine chores of playground supervision, lunchroom duty, and other co-curricular activities. Having a sense of responsibility for working with equipment and with younger children can aid the slow child's development of a positive self-concept.	3.54	3.33	2.91	3.26	3.83
25. Vocational success is important to insure emotional adjustment of the slow student.	3.46	3.08	3.36	3.30	4.67
Composite Avg.	3.68	3.31	3.19	3.39	4.46

MORAL

1. Adults should show faith in the student by giving him opportunities to find solutions to moral questions, and then reinforce adequate responses.	4.23	3.08	2.91	3.41	4.50
2. Provide specific education in matters of standards required by the community such as sex, honesty, and compliance with the law.	3.85	3.17	3.09	3.37	5.00
3. Provide counseling and education to students and their families in instances of improper or unacceptable behavior.	3.23	3.42	3.09	3.25	4.83
4. Careful attention should be paid to the child's cultural heritage in regard to moral standards before efforts are made to develop specific moral traits.	3.54	3.33	2.82	3.23	4.67

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonable Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Adm'nistrators	Average	Consultants
5. Concentrate on relations of the child to himself, his home, school, and community in regard to moral responsibilities.	3.77	3.33	3.18	3.43	4.50
6. Moral standards should be taught without reference to a specific religious orientation.	4.00	3.42	3.09	3.50	4.00
7. The slow student should be helped to understand the moral standards of a particular setting and be taught to comply with them to the best of his ability.	3.92	3.75	3.09	3.59	4.17
8. Teachers should take time to talk through with slow learners all situations where they have violated the school's or community's moral expectations. The object of the discussions should be to help the student know exactly where he "went wrong" and how he might have performed differently.	3.54	3.67	3.00	3.40	4.00
9. When punishment for inappropriate behavior is called for, it should be delayed until the student understands his misconduct and why the punishment is to be imposed; however, it should not be completely set aside.	3.38	3.08	3.09	3.18	3.50
10. Teachers or guidance counselors should schedule regular discussion sessions with slow learners to talk about "right" or "wrong" behavior. Hypothetical or real situations can be analyzed in these discussions.	3.23	2.91	3.09	3.08	3.33
11. Staff members could be assisted by school psychologists or consultants from state departments or universities in the understanding and the utilization of simple behavioral modification techniques to achieve proper moral and/or emotional behavior.	2.92	2.75	2.82	2.83	4.33
12. County and state health services can contribute to a program in sex education in areas where specialized personnel are not available locally.	3.08	3.09	3.27	3.14	4.17

	Feasibility Scale for Parents, Counselors, Administrators				Desirability Scale, Consultants
	5—Very Easily 4—Quite Easily 3—Fairly Easily 2—Quite Difficult 1—Impossible				1. Poor Practice 2. Questionable Practice 3. Somewhat Desirable Practice 4. Reasonably Desirable Practice 5. Very Desirable Practice
	Parents	Counselors	Administrators	Average	Consultants
13. Role playing can be utilized successfully with the slow learner to promote understanding of moral issues and/or emotional control.	2.84	2.67	3.00	2.84	4.00
14. Interpretation of or attitudes toward moral issues are more products of the home than of the school. Parents must be involved in the moral training of these youngsters.	4.31	3.17	2.54	3.34	4.50
15. A situation, activity, or happening is recorded on tape. Each situation is followed by several possible responses or actions. The student selects the response that reflects his moral values. The responses provide a basis for discussions and teaching on both an individual and group basis. Teaching should take place immediately following the presentation.	2.54	2.67	2.64	2.62	4.00
16. The administrator should have a well-defined code of discipline and enforce it. These children may become confused if guidelines are not drawn and maintained. Moral standards should not be lowered for these children because they are slow intellectually. A major disservice to these children is to leave them to their own resources in terms of moral standards.	4.00	4.17	3.82	4.00	4.17
Composite Avg.	3.52	3.23	3.03	3.26	4.23

OCCUPATIONAL

1. Students should be encouraged to complete each job they start.	4.69	3.92	4.00	4.20	4.50
2. Require that the child pull his share of the load at home. He should have chores to perform and the adult should follow up and require that the task is completed properly. He will have to be shown in detail how to do each task; there will be little transference in terms of learning from one task to another.	4.54	3.08	3.18	3.60	4.00

Feasibility Scale for Parents, Counselors, Administrators

5—Very Easily
4—Quite Easily
3—Fairly Easily
2—Quite Difficult
1—Impossible

Desirability Scale, Consultants

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
3.	Counselors should establish relationships with potential employers in the community who have entry-level (beginning) employment opportunities for slow children.	3.31	2.91	2.73	2.98	5.00
4.	School personnel should work toward gaining community and employer acceptance of slow children.	3.15	3.00	2.82	2.99	5.00
5.	It is necessary to provide for the teaching of practical skills in school that have relevancy to community industry such as bed-making, motel-cleaning, washing dishes, etc.	3.00	2.08	2.54	2.54	3.83
6.	School personnel should require all students to be punctual, well-groomed, and to complete tasks assigned to them. The students should develop positive attitudes toward work.	4.31	3.83	3.36	3.83	5.00
7.	The school should provide available diagnostic and counseling services which are related to vocational planning.	3.62	3.17	3.64	3.48	4.83
8.	All school and community resources should be used to provide an individually tailored vocational training experience through: (1) in-school training; (2) work study programs; (3) attending part-time in neighboring or regional schools which may have specialized training programs.	3.38	2.50	2.91	2.93	5.00
9.	School personnel should assist the students, after the usual school-learning ages, by counseling them as to employment and individualized "in-service" education.	3.08	3.00	3.09	3.06	4.33
10.	It is necessary to organize special academic instruction to support the slow student in meeting the specific demands which are encountered in vocational training.	2.92	2.58	2.54	2.68	4.00
11.	The community is evaluated to determine types of jobs available for slow learners.	2.77	2.91	3.18	2.95	4.83
12.	Job analysis is done before placing students on work-study.	2.62	2.67	3.09	2.79	4.50

Feasibility Scale for Parents, Counselors, Administrators

5—Very Easily
4—Quite Easily
3—Fairly Easily
2—Quite Difficult
1—Impossible

Desirability Scale, Consultants

1. Poor Practice
2. Questionable Practice
3. Somewhat Desirable Practice
4. Reasonably Desirable Practice
5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
13. Occupational information is made available to student through high interest-low vocabulary materials.	3.00	3.08	3.64	3.24	4.33
14. The school should help parents and teachers understand that economic independence is a normal and realistic expectation for all slow learners.	3.69	2.91	3.09	3.23	4.17
15. Supervised work-study programs should be begun for slow learners as early in the school experience as is possible.	3.85	2.42	2.73	3.00	4.33
16. The school should select work-study situations that provide for experiences which can transfer directly to an actual employment situation.	3.08	2.50	2.82	2.80	4.50
17. The school can provide work opportunities for slow learners at the school. Many can work as student aides performing routine chores required in the management of a classroom. At the same time special skills may be developed.	3.46	3.00	2.91	3.12	4.17
18. Teach the slow youth to run the duplicator, thermofax, and other types of equipment.	3.15	3.50	2.91	3.19	4.00
19. Instruct the slow youth on methods of keeping audio-visual and similar equipment clean and doing simple maintenance.	3.23	3.67	3.18	3.36	3.83
20. Give the slow youth experiences in working in the various job stations in the cafeteria.	3.46	3.75	3.00	3.40	3.67
21. Work cooperatively with vocational rehabilitation personnel in establishing school work-study experiences or on-the-job apprentice experiences. Slow youth in work-study or pre-vocational training should be paid a small wage to reinforce their efforts and to teach them budgeting, saving, etc.	2.77	2.67	2.82	2.75	4.83

Feasibility Scale for Parents, Counselors, Administrators	Desirability Scale, Consultants
5—Very Easily	1. Poor Practice
4—Quite Easily	2. Questionable Practice
3—Fairly Easily	3. Somewhat Desirable Practice
2—Quite Difficult	4. Reasonably Desirable Practice
1—Impossible	5. Very Desirable Practice

	Parents	Counselors	Administrators	Average	Consultants
22. Give the slow youth the responsibility of being host or hostess during lunch periods. In addition to his social responsibility, he should be responsible for the table and the immediate area when the group leaves.	3.00	2.67	2.54	2.74	3.83
23. Experiences in custodial services and other routine jobs are often available in churches, hospitals, and other such community establishments.	2.38	2.58	2.45	2.47	4.00
24. Persons to whom the slow learner is assigned as apprentice must have some orientation, guidance and even supervision.	3.54	2.83	3.00	3.12	4.67
25. Care must be taken that the slow learners who are engaged in work experiences are not exploited.	3.54	2.75	3.36	3.22	4.67
26. Slow youth can be trained to become excellent aides in rest homes and other facilities which provide personal services.	2.92	2.75	3.18	2.95	4.50
27. The school and home should cooperate in the assignment of household chores.	3.92	2.75	2.64	3.10	3.50
28. Vocational counseling based on evaluation by the Employment Service can be of value to the slow student.	3.31	3.67	3.91	3.63	4.00
29. The counselor can help the slow student learn the mechanics of interviewing for a job.	3.62	3.75	3.91	3.76	4.33
30. The administration must provide for time and location adjustments within the regular curriculum; i.e., if the student works two hours after school, he could be excused from the first two class periods.	3.23	2.58	3.18	3.00	3.17
Composite Avg.	3.35	2.98	3.08	3.14	4.31

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Special curricular and extracurricular provisions for rural area adolescent mentally retarded students have received scant attention in professional literature. This is true even though there are indications that more than seventy-five per cent of the rural school population have not been provided with even minimal services.

The basic obstacle to the provision of such services would appear to be a lack of awareness that there is a need for special curricular considerations on the part of parents, counselors, and administrators. Undoubtedly, much of the problem comes from a lack of experience with the problem as well as the dearth of information about solutions which have been tried.

This study has sought to help overcome this lack of awareness and to generate many ideas and suggestions that could be of help in establishing special programs and services. It was believed by the investigators that a collection of ideas from the people facing the problems in the schools was one element of concern. In addition, educators at the college level charged with the preparation of teachers and counselors were considered as a source for ideas.

During the course of the study it became evident that diagnosis of special problems must take place prior to establishment of new programs. In other words, the rural schools often do not know if they have any mentally retarded children. Frequently, when diagnosed as being mentally retarded by teachers, the child often would score in the normal or near normal range on individual intelligence tests. This indicates behavioral problems and emotionally disturbed children are being confused with a deficit in intellectual capabilites.

The study has sought to systematically develop suggestions for behavioral modification of the adolescent mentally retarded child in the rural community (see Ch. IV). When using the data collected, one must keep in mind that all of the suggestions are not appropriate to every mentally retarded child. It is necessary that one take into account such factors as age, sex, personality, and other handicapping conditions which make up the total child.

The following objectives were accomplished:

1. Twenty adolescent EMR students were identified. The students were attending regular classes in communities where the high school enrollment was less than 110. The

parents and school officials agreed to join the students as subjects for the study.

2. An interview technique was employed to obtain from the student, his parents, school counselor and administrator a list of special efforts currently being made to meet the needs of the retarded child.
3. Immediately following the interview the same persons were asked for conceivable suggestions they had for improving the current situation.
4. The suggestions from the communities were then compiled and edited for duplication. The edited suggestions were sent to the six consultants (see Ch. I) who evaluated them according to desirability. The consultants then made suggestions that they deemed important for inclusion in the questionnaire. These were edited and included in the study.
5. The compiled suggestions were then sent to all the persons included in the study with the exception of the student. The parents, counselors, and administrators rated the suggested practices as to feasibility, **ie.,** could these practices actually be used in their local situation. The six consultants rated the suggested practices as to their desirability **ie.,** they were not to take into account local variables but rather only if it was desirable.

This study has been an attempt to present practical information from the field as well as from the experts. The underlying concept was concerned with how could such services be provided for retarded students according to the ability of the local school district. A point by point analysis was not attempted as each idea has to stand or fall on its own merits, or on the adaptability of the idea to the individual school's curriculum.

When comparing the means for the various groups one should make several general observations.

COMPOSITE AVERAGES

	Feasibility				Desirability
	Parents	Counselors	Administrators	Combined	Expert Combined
Intellectual	3.25	3.19	3.05	3.16	4.20
Physical	3.84	3.62	3.36	3.61	4.35
Social	3.63	3.12	3.14	3.30	4.32
Emotional	3.68	3.31	3.19	3.39	4.46
Moral	3.52	3.23	3.03	3.26	4.23
Occupational	3.35	2.98	3.08	3.14	4.31
Total Average	3.55	3.24	3.14	3.31	4.31

First, it would seem that the experts were more optimistic about the merits of the suggestions than were the persons from the communities. This would be accounted for in part by the different points of view used when scoring the suggestions, **ie.** Experts = desirability, Community = feasibility.

Second, the data found in chapter 4 indicate the relative merits of a given suggestion from four points of view. This will enable the reader to have some basis for acceptance or rejection of a given suggestion. However, the reader will have to set up his own administrative structure to implement and put into practice any one of the suggestions.

Third, one sees a reflection of potential hope (3.55) in the parent's average scoring, followed by the counselor (3.24) and then the administrator (3.14). It would be extremely difficult to draw any concrete conclusions from this but it is an interesting note.

Fourth, one must be careful about gross generalizations from these averages as the same number of items are not contained in each section, and the types of suggestions vary widely from section to section.

The study was designed to explore current and potential practices which may help the rural adolescent mentally retarded student. With the results of this study as a guide, school officals and service agencies in sparsely populated areas will know what has been tried, those possibilities which exist for trial, as well as the probability of appropriateness as seen from the various positions. Admittedly, these findings do not suggest methods of implementing any of the specific suggestions. Specific procedures and empirical research of suggested activities should be a logical outgrowth of this project. It would prove more meaningful if the data from the study were subjected to statistical analysis. This could result in the publication of a handbook in which suggested procedures, names, and addresses of resource agencies, as well as selected annotated bibliography could be included. In short, follow-up activities could be of value to the schools. In the meantime, practicing school personnel, vocational rehabilitation counselors, parents, and even the students have a list of suggested activities ,some of which may be readily implemented and be of considerable value to the student who has been determined to be mentally retarded or exceptional in other ways.

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APPENDIX A

EASTERN MONTANA COLLEGE
Billings, Montana

Department of Special
Education and Guidance

_____

_____

_____

Dear _____,

Several faculty members in the Department of Special Education and Guidance at Eastern Montana College have a long-standing interest in educational provisions for educable mentally retarded adolescents who reside in areas where secondary level special education classes are not feasible. We are attempting to identify students ages 13-18 who fit in this category, provide a psychological evaluation, and then meet with the parents and school people to discuss the needs of these youngsters.

Should you have such a student in your school, we ask you to consider cooperating with us in a research project which should be of value to you, your school, and most of all the retarded youngster. Our ultimate objective is the publication of a handbook which would recommend reasonable special provisions for a mentally retarded youngster who attends a rural secondary school. We want to include in this handbook ideas which you have tried and found helpful and also get your opinion on suggestions made by special education experts.

If you feel you could give us approximately four hours of your time over the next school year and secure the cooperation of your school administrator, the EMR child, and his parents for a like amount of time, please read the description of the project enclosed. We will be contacting you by phone in the near future to deal with questions and obtain your answers.

Sincerely,
C. Rockne Copple, Ed.D.
Project Director

CRC/bdm
Enclosure

Description of Project

Should you decide to cooperate with us, here is what is expected of:

The Counselor

1. Screen students ages 13-18 in your school for the most likely retarded youngster.
2. Discuss with his parents his educational problems and ask their cooperation in allowing him to be tested.
3. Ask parents if they would meet with Eastern Montana College team to discuss his learning problems and plans for the future.
4. Complete the educational history data blank and return to Eastern Montana College. Be assured all work will be conducted in a professional, ethical manner.
5. Be available to meet with Eastern Montana College team members when they visit your school (time to be arranged—about four hours).
6. Respond to a survey instrument which includes suggestions for the education of the educable mentally retarded made by experts. You will be asked to judge the feasibility of these suggestions in your community (about 1½ hours).

The Administrator

1. Be available to meet with Eastern Montana College team members when they visit your school (time to be arranged—about four hours).
2. Respond to a survey instrument which includes suggestions for the education of the educable mentally retarded made by experts. You will be asked to judge the feasibility of these suggestions in your community (about 1½ hours).

The Parents

1. Be available to meet with Eastern Montana College team members when they visit your school to discuss learning problems and plans for the future.
2. Respond to a survey instrument which includes suggestions

for the education of the educable mentally retarded made by experts. You will be asked to judge the feasibility of these suggestions in your community (about 1½ hours).

The Youngster Thought to be Educable Mentally Retarded

1. Take a series of tests which will help determine the degree and nature of the intellectual limitations.
2. Talk with the psychologist regarding his current and future educational programs.

Benefits to be Derived by Your School

1. Psychological evaluation of a suspected educable mentally retarded adolescent by a state approved examiner.
2. Consultation service with educators whose specialties are secondary special education and vocational rehabilitation—two areas of vital concern in planning program for educable mentally retarded.
3. An opportunity to demonstrate to the community your interest in exceptional children.
4. You will receive free a copy of the Handbook you helped to develop.

What Now?

1. If you feel you have a student enrolled that we could help, discuss it as soon as possible with your administrator, the child, and his parents. If they agree to cooperate complete the educational history form and await our next contact which will be by telephone.
2. We will put you on our schedule and arrange for a visit to your school. At that time we will want to meet with the student, both of his parents, if possible, the school administrator, and you. At that time, we will explain our project further.

CONFIDENTAL CONFIDENTIAL

Educational History

Yr. Mo. Day

Current Date _____

Birthdate _____

Age _____

_____

Parents: _____ _____
Mother Father

Grade _____ Grades repeated if any _____ Sex M___ F___

Subjects in which Currently Enrolled

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Subjects in Which Enrolled 1967-68 School Year

	Final Grade
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

Test Results (As far back as possible)

Intellectual:
Achievement:
Aptitude:
Physical Handicaps:

Signature _____
Counselor

CONFIDENTAL CONFIDENTIAL

APPENDIX B

Telephone Interview

The telephone follow-up was very critical to the project. At this point efforts were made to explain the program in detail and deal with concerns expressed by the school people. Efforts were made at this point to determine the probability of the existence of a retarded individual at the school. Through the phone conversation, we occassionally found that the evidence the counselor had gathered did not point to probable mental retardation and that the student was not an appropriate subject for our study.

Outline of Telephone Interview

1. The call was directed to the school counselor or administrator and he was reminded of our proposal.
2. He was asked if he had an interest in finding out more about the project before committing himself further.
3. If the answer was negative—we stopped there—noted the refusal, and contacted another school. This happened only once. If the response was positive, we briefly outlined our plan and asked for questions, dealt with the questions, and attempted to get a commitment to cooperation.
4. Following the agreement to pursue the matter further, we discussed educational history of the subject in question and attempted to ascertain if the evidence suggested probably mental retardation as the primary handicap.
5. If so, we made a specific appointment for a visit to the school, requesting the presence of the appropriate people as suggested in Appendix A.

APPENDIX C

Current and Conceivable Practices Interview

Open-end questions will be directed to respondents and answers recorded on tape recorders for later analysis. Time allotted for each interview will be approximately one hour. The questions and examples listed below are to serve only as a framework to organizing responses into the six broad areas. The interviewer may clarify them for the respondence in any way possible so as to communicate the two basic questions underlying the entire interview effort:

1. What special provisions, beyond those usually available to most of your youngsters, are you now making for the subject in question?

2. As you think about it, what other things could you be doing to help him grow in each of these areas?

Intellectual Growth. Changes in the ability to deal adequately with situations as a result of self-direction or direction by others. Progressive growth and organization of the mental functions and psychological behavior. What special provisions do you know of which are being made to increase his learning in academic areas such as reading, arithemtic, etc., or to increase his problem-solving ability in intellectual areas. Tutoring, special curriculum, other students helping him with his work . . .?

Physical Growth. The changes in size, shape, and function of structures of the body; for example, more efficient functioning due to physical training. Is he receiving any special attention in the areas of gross and fine motor dexterity? Or does he need any? Any special attention to health and safety habits?

Social Growth. The pattern of change through the years exhibited by the individual as a result of his interaction with such forces as people, social institutions, social customs, and social organizations; the entire series of progressive changes from birth to death in social behavior, feelings, attitudes, values, etc. Have any special provisions been made to foster healthy social interaction with peers and people of all ages? Or does he need any? Extra effort made to see that he joins 4-H Clubs, social activities in school, group activities in class?

Emotional Growth. The process of psychic evolutions that in mature individual has progressed from infantile dependence to the capacity for assuming adult responsibility and forming adult love relationships. Has there been a concerted effort made to help him understand his strengths and limitations and to accept himself while maintaining continued effort to improve his abilities? Or does he need any? Parent counseling—individual counseling—explanation of test results?

Moral Growth. A function of individual experiences in relation to the social milieu by which the capacity to distinguish between standards of right and wrong is gradually achieved

and becomes progressively influential in social conduct. Recognizing the probability that he might violate moral laws without completely understanding them, has any effort been made to give him specialized attention in this vital area? Or does he need any? Church activities—Boy Scouts—individual attention by counselors, teachers, ministers?

Occupational Growth. That phase of education in which are presented facts about jobs and occupational fields, requirements of various occupations, and employment possibilities and/or arranged experiences, in order to help pupils or students select and prepare for a vocation more intelligently. Are specific efforts being made to guide him in preparation for the world of work? Or does he need any? Vocational exploration, job attitudes, personality characteristics necessary for employment?

APPENDIX D

Suggested Practices Rating Scale*

Directions to Parents

Under the six major headings below, you will find activities designed to improve the total education of a rural educable mentally retarded adolescent. You are being asked to rate each activity on a five-point scale: 5—Very Easily; 4—Quite Easily; 3—Fairly Easily; 2—Quite Difficult; 1—Impossible. You are to judge each activity as to its FEASIBILITY (the degree to which you, your school, your community, or your youngster himself could arrange for doing the activity). Do not consider if you personally or your child would think it is a good idea or not—be concerned only with how difficult it would be to carry out the activity. You may feel other people could answer better, but we are interested in what you feel. Write the number in the blank at the left which best represents the case which you feel the activity could be undertaken.

*Note the suggestions made by all the respondents may be found in the results of the study.

Rating Scale

Physical

_____ 1. Evaluation of physical skills by the physical education teacher of your school.

_____ 2. Extended assignment to industrial arts class to develop skills in manipuation.
Etc.

Moral

_____ 1. Regular counseling by the student's minister with specific attention to understanding moral issues.
Etc.

Social

_____ 1. Assignment to classroom group projects which involve sociodrama (play acting).
Etc.

Emotional

_____ 1. Weekly counseling by a guidance counselor who will help the student develop a better understanding of his assets and liabilities.
Etc.

Intellectual

_____ 1. Etc.

Vocational

_____ 1. A part-time job in the community during school hours which is *coordinated by a school official.
*Means he looks in on him at work and helps with problems.